



# Thomas J. Pappas School - Tempe

Maricopa County Regional District  
1630 E. Apache, Tempe, AZ 85281

ARIZONA  
School Report Card  
2001-02

**Principal:** Ms. Christine Pennington Anderson

**Schedule:** 7:30 AM to 4:00 PM

**Web Address:** Unpublished or Unavailable

**E-mail:** christine.anderson@mcrsd.org

**Grades:** K-6

**2001 Enrollment:** 57

**Phone:** (480) 557-6211

**Fax:** (480) 557-6249

## ▼ School Overview ▼

### Mission

The mission of Thomas J. Pappas School is to develop, within all students, the leadership qualities necessary to fulfill their roles as responsible citizens of a changing world. We provide an equitable education that promotes inquiry, positive decision making, effective communication, cultural appreciation and lifelong learning experiences. We provide enrichment opportunities to curtail homelessness through positive life choices.

### Organization and Philosophy

- w Quality Education for Homeless Children
- w Consistency for Children in Transition
- w Provide Clothing, Food, and Mentors
- w Flexible Transportation Schedules

### Instructional Programs

- w Reading Across the Curriculum
- w Mathematics Across the Grade Levels
- w Thematic, Integrated Instruction
- w Multiage Classrooms
- w Music and Physical Education
- w Writer's Workshop
- w Science, Social Studies and Technology
- w Volunteer and Mentor Tutoring

### School/Academic Goals

- w To meet the basic needs of food, clothing and shelter so that homeless children are ready and able to learn. To provide counseling and social services necessary for success in school.
- w To provide a safe, nurturing, learning environment where students will be able to maximize their potential for learning. To emphasize the basics of reading, mathematics, and written language through a meaningful, integrated instructional approach.
- w To provide intense, direct, academic instruction to children with educational deficiencies to accelerate their learning. To help fill in the gaps in their education, which are usually a result of their transitional life styles.
- w To meet the social, emotional, and academic needs of homeless children by teaching to the individual learning styles and needs of each child.

### Enrollment

October 1, 2000 School Year Student Enrollment:	NEW
Accepting New Students in 2001-02 Under Open Enrollment Law <sup>1</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	NEW

<sup>1</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

0 School Administrator(s)  
 0 Non-certified Employee(s)  
 0 Teacher(s)  
 0 Parent(s)  
 0 Community Member(s)  
 0 Student(s)

### Council Duties

## ▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	0.50	Teacher	3.00
Other Professional Staff	2.00	Teacher Aide	1.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	0	0	0	0
10 or more years	1	0	0	0

## ▽ Shared Responsibilities ▽

### School

Thomas J. Pappas Elementary, Tempe has a shared responsibility with parents to promote daily school attendance and responsible student behavior. We provide social service assistance for parents seeking housing, employment and/or medical needs. We provide food boxes and clothing for their children as needed. We assist parents in understanding how they can help and be a part of their child's education.

### Parents

Parents are responsible for notifying the school of any address changes so that the children may be picked up for school. Parents are also responsible for notifying the school of student absences and for returning notes sent home requesting a parent signature. Parents share in the responsibility of good school attendance and helping their children to be ready for school.

## ▽ Transportation Policy ▽

Our transportation policy is to provide transportation for homeless children so that they may get to school and be educated. The transportation routes are flexible and change daily, depending on where the children have moved the night before. Our transportation routes encompass a large area of the East Valley cities, making sure that as families move from motel to motel, or street to street, we are able to transport the children to and from school.

### ∨ Calendar Information ∨

**Number of Instruction Days:** 176      **First Day of School:** 8/20/01  
**Average Daily Instruction Time:** 5 hrs. 45 min.      **Last Day of School:** 5/22/02  
**Operates on Traditional Schedule**

#### Report Card Release Dates

10/26/01

1/14/02

3/26/02

5/22/02

#### Additional Calendar/Report Card Information

### ∨ Resources Available at School Site ∨

#### Nutrition Programs

Federal food programs available to eligible<sup>2</sup> students:

Breakfast - Yes

Lunch - Yes

Summer Food - Yes

<sup>2</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

#### Special Facilities

W Bright Horizons After School Program

W Food Room

W Clothing Room

#### Extracurricular Activities

W Peer Mentoring Program with Local HS

W Weekly Trips to Tempe Library

W Many Educational Field Trips

W Afterschool Program on Campus

W Afterschool Program at Escalante Center

W Transportation to Boys &amp; Girls Club

#### School/Community Resources

W Tempe Public Library

W Escalante Center in Tempe

W The Assistance League of the East Valley

W Tempe Community Council

W Chase Bankcard Services

W Tempe Community Action Agency

W Volunteers of America

W Tempe Elks Lodge

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

### 2000-01 School Achievements/Accomplishments

- |  |   |
|--|---|
| w To open a Thomas J. Pappas Elementary School, Tempe, for children of homeless families in the East Valley. | w To have added a third classroom, an instructional aide, and the development of an afterschool program within the first quarter of school. |
|--|---|

### Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	NEW	94.8 %	93.5 %	94.2 %
<b>Transfers Out</b> <sup>3</sup>	NEW	16.2 %	16.0 %	20.6 %
<b>Transfers In</b> <sup>4</sup> : Within District	NEW	3.4 %	2.8 %	3.0 %
<b>Transfers In</b> <sup>4</sup> : Out-of-District	NEW	6.3 %	5.9 %	7.9 %
<b>Promotion Rate</b> <sup>5</sup>	NEW	98.7 %	98.1 %	94.2 %
<b>Retention Rate</b> <sup>6</sup>	NEW	1.3 %	1.9 %	5.4 %
<b>Dropout Rate</b> <sup>7</sup>	NA			11.1 %
<b>Status Unknown</b> <sup>8</sup>	NA			6.7 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>3</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

<sup>4</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

<sup>5</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>6</sup> Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

<sup>7</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

<sup>8</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Phoenix Suns Teacher of the Year	2001
Wal-Mart Teacher of the Year	2000

## ✓ Academic Achievement Indicators ✓

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results , 2000-01

New school; therefore, no data to report.
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## ✓ Mathematics Education and AIMS ✓

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▼ Academic Achievement Indicators ▼

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

New school; therefore, no data to report.
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## √ Measure of Academic Progress √

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

New school; therefore, no data to report.

## √ School Safety √

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at [www.ade.az.gov/ResearchPolicy/chapps/](http://www.ade.az.gov/ResearchPolicy/chapps/).

### School-level Efforts to Ensure a Safe and Orderly Environment for Learning

T.J. Pappas, Tempe is dedicated to providing a safe and nurturing learning environment for all students of homeless families. We teach tolerance and character education as a part of our daily curriculum. We celebrate personal differences and cultural diversity while building a community of learners. We teach students to: Be Safe, Be Responsible, Be Respectful. We offer counseling to help learn positive decision making and anger management techniques.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

NEW

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	NEW	NEW
Classroom Supplies	NEW	NEW
Administration	NEW	NEW
Support Services-Students	NEW	NEW
Other Support Services and Operations	NEW	NEW
Total Expenditures- All Categories 1999-2000	NEW	NEW

Total Expenditures may not be exact because of rounding.  
Information is self-reported by the district and is unaudited.

\* Based upon 1999-2000 Average Daily Membership (ADM).  
(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

New school; therefore, no data to report.

## ▽ Contacts ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	NDS		
<b>Transportation Policy</b>	Keith Bee - Beeline Transportation	(480) 452-4725	
<b>Community Resources</b>	Joy Story-Perkins	(480) 557-6211	
<b>School Nutrition Programs</b>	Anita Cruz - Tempe ESD	(602) 318-8662	
<b>Parent Organization</b>	NDS		
<b>Student Health/Nurse</b>	Ana Miller	(480) 988-9690	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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